

LEA Name:	Rochester City School District
LEA BEDS Code:	261600001000
School Name:	Francis Parker School 23

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	John Gonzalez	Title	Principal
Phone	585-471-5099	Email	john.gonzalez@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/dcjp		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
John Gonzalez	Principal		
Eileen Hurwitz	Assistant Principal		
Kim Buonomo	Teacher		
Aprille Burton	Teacher		

Joanne Swick	Teacher		
Lisa Clayton	Teacher		
Jennifer Rothfuss	Teacher		
Juliet Sullivan	Parent		
Francesca King	Parent		
Anquinette Kirton	Parent		
Stephanie Weaver	Parent		
Patricia McKinney	Parent Liaison		
Noelia Garcia	Head Secretary		
Leslie Buzzell	Parent		

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and

- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

- 4. The SCEP contains at least one evidence-based intervention.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>**
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development**
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.**

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

<input checked="" type="checkbox"/>	State-Supported
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:
	Professional Learning Communities

	Clearinghouse-Identified
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.
	Strategy the school will implement:
	Clearinghouse
	Rating from Clearinghouse

School-Identified	<p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p>	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be	

<p>Additional Evidence-Based Interventions (Optional)</p> <p>All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.</p>

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall

Name	
John Gonzalez	Principal
Eileen Hurwitz	Assistant Principal
Kim Buonomo	Teacher
Aprille Burton	Teacher
Joanne Swick	Teacher
Lisa Clayton	Teacher
Jennifer Rothfuss	Teacher
Juliet Sullivan	Parent
Francesca King	Parent
Anquinette Kirton	Parent
Stephanie Weaver	Parent
Patricia McKinney	Parent Liaison
Noelia Garcia	Head Secretary
Leslie Buzzell (PTA)	Parent

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing

SCEP Steps	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	03-25-19, JG, AB, KB, JS, EH, PM, LC	Initial review of SCEP development, reflection on 19-20 school data
Determining priorities and goals based on the needs identified	04-03-19, JS, JS, AB, PM, JG, EH, FK, LC, KB	Data review conducted in 4 different areas, Math, ELA, Parent, ehvaior, Chronic Absenteeism

Identifying an evidence-based intervention	04-09-19: JG, JR, EH, AB, KB, JS, JS, FK, (Students RK, CM) 04-30-19 (PTA, LB)	SBPT Meeting to review draft Gap Statements and Goals. Decisions on the types of activities needed to reach goals. PTA Meeting with 18 parents to review draft gap statements, goals, feedback to modify language.
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	04-09-19: JG, JR, EH, AB, KB, JS, JS, FK, (Students RK, CM)	SBPT Meeting with a reflection on Shared Governance Teams and brainstorming activities to meet goals.
Identifying a plan to communicate the priorities to different stakeholders	05-14-19 (PTA, LB, JG, PM)	Parent Meeting with the Principal to review final goals and determine best method to communicate to parents as a whole.

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated

Stakeholder group	
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students-105.8 SWD- 29.3 ELL-NA
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-106.9 *This is the School's 2020-21 MIP Goal SWD- 67 ELL-NA
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	2019 NWEA and 2018 NYS Assessment Data (K-6) demonstrate a significant disparity between the performance of African American and White students. African American students represent the largest student population at FP23, yet white students are outperforming African American students in both ELA and Math.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Summer 2019	December 2019	All educators participate in professional learning focused on culturally responsive pedagogy and content focused on the cultures of our traditionally under-represented student populations.
Summer 2019	December 2019	All Project Based Learning Units will be refined or created with an emphasis on Culturally Responsive Pedagogy and Content.
October 2019	December 2019	An internal school review of all PBL units to ensure that they incorporate Culturally Responsive Pedagogy and Content
October 2019	December 2019	School-wide Learning Walks of Administrators and Teachers with an emphasis on noticing evidence of culturally responsive pedagogy and content
Summer 2019	Decmeber 2019	Feedback provided to PBL Unit designers specific to instructional practices that are inclusive, anti-racisit, and emancipatory.
Summer 2019	September 2019	School Based Planning Team will identify criteria for Lesson Plans to align with Project Based Learning, including Cultural Relevant Instruction.
September 2019	January 2020	All teachers will create daily lesson plans using the criteria determined by School Based Learning Team

E1. Mid-Year Benchmark(s) - Identify what	NWEA MAP Assessment January 2020, assessment data analyzed by Race groups and cohort
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	All educators participate in professional learning focused on culturally responsive pedagogy and content focused on the cultures of our traditionally under-represented student populations.
January 2020	June 2020	All Project Based Learning Units will be refined or created with an emphasis on Culturally Responsive Pedagogy and Content.
January 2020	March 2020	An internal school review of all PBL units to ensure that they incorporate Culturally Responsive Pedagogy and Content
January 2020	May 2020	School-wide Learning Walks of Administrators and Teachers with an emphasis on noticing evidence of culturally responsive pedagogy and content
January 2020	June 2020	Feedback provided to PBL Unit designers specific to instructional practices that are inclusive, anti-racist, and emancipatory.
January 2020	June 2020	All teachers will create daily lesson plans using the criteria determined by School Based Learning Team

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-84.9 SWD- 9.5 ELL-NA
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-92.6 SWD- 58.7 ELL- NA
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	2019 NWEA and 2018 NYS Assessment Data (K-6) demonstrate a significant disparity between the performance of African American and White students. African American students represent the largest student population at FP23, yet white students are outperforming African American students in both ELA and Math.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Summer 2019	January 2020	All educators participate in professional learning focused on math instructional strategies to be more inclusive of students every day lives.
September 2019	January 2020	Daily math tasks are focused on providing rigorous learning experiences using the criteria of the Rigor and Relevance Framework.
Summer 2019	January 2020	Implementation of a more consistent WIN block for math where students are identified by needs based on their data points
Summer 2019	January 2020	Teachers will participate in focused professional learning on the Rior and Relevance Framework and utilizing critieria when designing learning experiences.
October 2019	January 2020	Students will be exposed to more real world connections on how math is used in their community or daily lives through word problems or other math related PBL units
October 2019	January 202	School-wide Learning Walks consisting of Administrators and teachers, TAs, and paraprofessionals with an emphasis on noticing evidence of rgorour and relevant student tasks.
Summer 2019	September 2019	School Based Planning Team will identfy criteria for Lesson Plans to align with Project Based Learning, including Cultural Relevant Instruction.
September 2019	January 2020	All teachers will create daily lesson plans using the criteria determined by School Based Learning Team

E1. Mid-Year Benchmark(s) - Identify what	NWEA MAP Assessment January 2020, assessment data analyzed by Race groups and cohort
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
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January 2020	June 2020	Daily math tasks are focused on providing rigorous learning experiences using the criteria of the Rigor and Relevance Framework.
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January 2020	June 2020	School-wide Learning Walks consisting of Administrators and teachers, TAs, and paraprofessionals with an emphasis on noticing evidence of rigor and relevant student tasks.
January 2020	June 2020	All teachers will create daily lesson plans using the criteria determined by School Based Learning Team

Survey

A1. Survey Question: Provide the survey	The school communicates how important it is to respect the practices of all cultures.
A2: Baseline Data: Provide the most recent survey results for the question identified	9 of 16 classrooms use an App to communicate 8 of 16 classrooms send a Newsletter home at least monthly

B1. SCEP Goal for Survey Question	100% of classrooms will deliver at least bi-monthly parent communications to parents using at least one consistent method , i.e. app, newsletter. The contents of this communications should include but no limited to: -current classroom learning -future classroom learning -upcoming classroom and school assessment dates -upcoming classroom and school events -invitation to how parents can participate as partners Quarterly survey questions to parents will be used monitor the improvement of school and classroom communications.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	Parent Feedback through school distributed surveys and a TASC survey (via the Greater Rochester Health Foundation) indicate that there is inconsistent communication from educators to parents amongst classroom teachers. This inconsistency in communication has made parents feel disconnected from the happenings in there childs classroom and school activities.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	Spetember 2019	The SBPT will determine the technology based apps that teachers could use for communication to parents
Summer 2019	September 2019	The SBPT will provide a menu technology based apps which teachers can use for communication with parents
Summer 2019	October 2019	Teachers will be provided with professional learning opportunities to support their use of a technology based app.
September 2019	Janauary 2020	Parents will be provided a learning oppotunity to usderstand how to access and the use a technology based app.
September 2019	January 2020	The Authentic Relationships Shared Governance Team will create, distribute, and collect parent surveys to include questions about classroom and school communications
September 2019	January 2020	The Authentic Relationships Shared Governance Team will report survey findings to the School Based Planning Team

E1. Mid-Year Benchmark(s) - Identify what	1st and 2nd Quarter Parent Survey questions and returned feedback on school and classroom communcations.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
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January 2020	June 2020	The Authentic Relationships Shared Governance Team will create, distribute, and collect parent surveys to include questions about classroom and school communications
Janauary 2020	June 2020	The Authentic Relationships Shared Governance Team will report survey findings to the School Based Planning Team

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-.8 SWD-NA ELL-.8
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students-1.00 SWD-NA ELL-1.00
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Students with differing learning needs are not involved in consistent learning experiences that are differentiated allowing these students to have equal access.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Summer 2019	January 2020	Teachers will be provided professional learning in differentiating instruction using the following techniques; Making learning visible, Cooperative Learning, honoring student silence, scaffolding in native language, using sentence frames, pre-teaching, and culturally responsiveness.
September 2019	January 2020	Classroom teachers, ENL teachers, and Special Education teachers will demonstrate how they consistently collaborate to modify the content, learning process, and/or assessments to support student learning.
September 2019	January 2020	School-wide Learning Walks of Administrators and Teachers with an emphasis on noticing evidence of differentiated instruction.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	Lesson Plans demonstrating the inclusion of the student engagement strategies and Classroom Learning Walk Observations identifying student differentiation strategies in use.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
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January 2020	June 2020	Classroom teachers, ENL teachers, and Special Education teachers will demonstrate how they consistently collaborate to modify the content, learning process, and/or assessments to support student learning.
January 2020	June 2020	School-wide Learning Walks of Administrators and Teachers with an emphasis on noticing evidence of differentiated instruction.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		
All Students-15.8% SWD-28.6 ELL-NA		
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		
All Students-13.3% *This is the NYS Long Term Goal SWD- 28.3% * This is the school's 2021-22 MIP goal for this subgroup ELL-NA		
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP		
Francis Parker School 23 needs to increase the amount of student engagement in daily learning activities and school activities in an effort to better ensure student buy-in and ownership of their learning experiences.		
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September 2019	January 2020	Teachers will increase the amount of learning experiences to include classroom transforamtions and role-play
September 2019	January 2020	Teachers will include in daily lessons oportunties for students to take the role of classroom teacher using such techniques as Shared Writing and reciprocol teaching.
September 2019	January 2020	Teachers will participate in learning opportunities where teachers gain understanding in teaching techniques to increase student led learning activites.
September 2019	January 2020	School-wide Learning Walks of Administrators and Teachers with an emphasis on noticing student led learning experiences.
September 2019	January 2020	Monthly review of Chonic Absences and targeted reach out including additional support to families when it is identified; this is conducted by members of the FP23 School Attendance Team.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to		
Lesson Plans demonstrating the inclusion of the student engagement strategies and Classroom Learning Walk Observations identfyng student engagement strategies in use.		
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
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January 2020	June 2020	Teachers will participate in learning opportunities where teachers gain understanding in teaching techniques to increase student led learning activites.
January 2020	June 2020	School-wide Learning Walks of Administrators and Teachers with an emphasis on noticing student led learning experiences.
January 2020	June 2020	Monthly review of Chonic Absences and targeted intervention to those students and parents by the schools attendance team.